



# 2 Day/Progress Monitoring Visit Report

**Name of Institution**

**Reviewed:** Livingston County Central High School

**Date:** February 10 - 12, 2016

**Team Member:** Lisa Carroll

**Team Member:** Robin Poynter

**Team Member:** Crystal White

**School principal:** Scott Gray



## Introduction

The KDE Internal School Review is designed to:

- provide feedback to Priority Schools regarding the progress on improving student performance during the preceding two years based on Kentucky assessment and accountability data
- inform continuous improvement processes leading to higher levels of student achievement as well as ongoing improvement in the conditions that support learning

The report reflects the team's analysis of AdvancED Standard 3, Teaching and Assessing for Learning. Findings are supported by:

- review of the 2013-2014 Leadership Assessment report
- examination of an array of student performance data
- Self-Assessment, Executive Summary and other diagnostics completed in ASSIST during the fall of 2015
- school and classroom observations using the Effective Learning Environment Observation Tool (ELEOT)
- review of documents and artifacts
- examination of ASSIST stakeholder survey data collected in the fall of 2015
- principal and stakeholder interviews

The report includes:

- an overall rating for Standard 3
- a rating for each indicator
- listing of evidence examined to determine the rating
- Powerful Practices (level 4) and Improvement Priorities (level 1 or 2) also include narrative explanations or rationale based on data and information gathered or examined by the team

## Standard 3: Teaching and Assessing for Learning

<b>Standard 3: The school’s curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.</b>	School Rating for Standard 3  <b>3.00</b>	Team Rating for Standard 3  <b>2.33</b>
---	--	--

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
3.1	<p><b>The school’s curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level.</b></p> <p><b>Level 4</b> Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the school’s purpose. Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. Like courses/classes have the same high learning expectations. Learning activities are individualized for each student in a way that supports achievement of expectations.</p> <p><b>Level 3</b> Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.</p> <p><b>Level 2</b> Curriculum and learning experiences in each course/class provide most students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is little evidence to indicate curriculum and learning experiences prepare students for success at the next level. Most like courses/classes have equivalent learning expectations. Little individualization for each student is evident.</p> <p><b>Level 1</b> Curriculum and learning experiences in each course/class provide few or no students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is no evidence to indicate how successful students will be at the next level. Like courses/classes do not always have the same learning expectations. No individualization for students is evident.</p>	3	2

Indicator Rating	<input type="checkbox"/> Powerful Practice <input checked="" type="checkbox"/> Improvement Priority	School Rating	Team Rating
3.2	<p><b>Curriculum, instruction and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.</b></p> <p><b>Level 4</b> Using data from multiple assessments of student learning and an examination of professional practice, school personnel systematically monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school’s goals</p>	3	2

	<p>for achievement and instruction and statement of purpose. There is a systematic, collaborative process in place to ensure alignment each time curriculum, instruction, and/ or assessments are reviewed or revised. The continuous improvement process has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the school’s purpose are maintained and enhanced in curriculum, instruction, and assessment.</p> <p><b>Level 3</b> Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school’s goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school’s purpose are maintained and enhanced in curriculum, instruction, and assessment.</p> <p><b>Level 2</b> School personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school’s goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised.</p> <p>There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school’s purpose in curriculum, instruction, and assessment.</p> <p><b>Level 1</b> School personnel rarely or never monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment or alignment with the school’s goals for achievement and instruction and statement of purpose. No process exists to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is little or no evidence that the continuous improvement process is connected with vertical and horizontal alignment or alignment with the school’s purpose in curriculum, instruction, and assessment.</p>
--	--

Indicator Rating	<input type="checkbox"/> Powerful Practice <input checked="" type="checkbox"/> Improvement Priority	School Rating	Team Rating
3.3	<p><b>Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.</b></p> <p><b>Level 4</b> Teachers are consistent and deliberate in planning and using instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of each student. Teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.</p> <p><b>Level 3</b> Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.</p> <p><b>Level 2</b> Teachers sometimes use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of groups of students when necessary. Teachers sometimes use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.</p> <p><b>Level 1</b> Teachers rarely or never use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers seldom or never personalize</p>	3	2

	instructional strategies. Teachers rarely or never use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.
--	---

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
3.4	<p><b>School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.</b></p> <p><b>Level 4</b> School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.</p> <p><b>Level 3</b> School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.</p> <p><b>Level 2</b> School leaders monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.</p> <p><b>Level 1</b> School leaders occasionally or randomly monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.</p>	4	3

Indicator Rating	<input type="checkbox"/> Powerful Practice <input checked="" type="checkbox"/> Improvement Priority	School Rating	Team Rating
3.5	<p><b>Teachers participate in collaborative learning communities to improve instruction and student learning.</b></p> <p><b>Level 4</b> All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Frequent collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching are a part of the daily routine of school staff members. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.</p> <p><b>Level 3</b> All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content</p>	4	2

	<p>areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.</p> <p><b>Level 2</b> Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.</p> <p><b>Level 1</b> Collaborative learning communities randomly self-organize and meet informally. Collaboration seldom occurs across grade levels and content areas. Staff members rarely discuss student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching rarely occur among school personnel. School personnel see little value in collaborative learning communities.</p>
--	---

Indicator Rating	<input type="checkbox"/> Powerful Practice <input checked="" type="checkbox"/> Improvement Priority	School Rating	Team Rating
3.6	<p><b>Teachers implement the school’s instructional process in support of student learning.</b></p> <p><b>Level 4</b> All teachers systematically use an instructional process that clearly informs students of learning expectations and standards of performance. Exemplars are provided to guide and inform students. The process requires the use of multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and immediate feedback about their learning.</p> <p><b>Level 3</b> All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.</p> <p><b>Level 2</b> Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.</p> <p><b>Level 1</b> Few teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are rarely provided to guide and inform students. The process includes limited measures to inform the ongoing modification of instruction. The process provides students with minimal feedback of little value about their learning.</p>	2	2

<b>Indicator Rating</b>	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	<b>School Rating</b>  3	<b>Team Rating</b>  3
<b>3.7</b>	<p><b>Mentoring, coaching and induction programs support instructional improvement consistent with the school’s values and beliefs about teaching and learning.</b></p> <p><b>Level 4</b> All school personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school’s values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.</p> <p><b>Level 3</b> School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school’s values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.</p> <p><b>Level 2</b> Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school’s values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.</p> <p><b>Level 1</b> Few or no school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school’s values and beliefs about teaching, learning, and the conditions that support learning. Limited or no expectations for school personnel are included.</p>		

<b>Indicator Rating</b>	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	<b>School Rating</b>  3	<b>Team Rating</b>  2
<b>3.8</b>	<p><b>The school engages families in meaningful ways in their children’s education and keeps them informed of their children’s learning progress.</b></p> <p><b>Level 4</b> Programs that engage families in meaningful ways in their children’s education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children’s learning progress.</p> <p><b>Level 3</b> Programs that engage families in meaningful ways in their children’s education are designed and implemented. School personnel regularly inform families of their children’s learning progress.</p> <p><b>Level 2</b> Programs that engage families in their children’s education are available. School personnel provide information about children’s learning.</p> <p><b>Level 1</b> Few or no programs that engage families in their children’s education are available. School personnel provide little relevant information about children’s learning.</p>		

<b>Indicator Rating</b>	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	<b>School Rating</b>  2	<b>Team Rating</b>  2
<b>3.9</b>	<p><b>The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student’s educational experience.</b></p>		

	<p><b>Level 4</b> School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults. All students participate in the structure. The structure allows the school employee to gain significant insight into and serve as an advocate for the student’s needs regarding learning skills, thinking skills, and life skills.</p> <p><b>Level 3</b> School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student’s needs regarding learning skills, thinking skills, and life skills.</p> <p><b>Level 2</b> School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student’s needs regarding learning skills, thinking skills, and life skills.</p> <p><b>Level 1</b> Few or no opportunities exist for school personnel to build long-term interaction with individual students. Few or no students have a school employee who advocates for their needs regarding learning skills, thinking skills, and life skills.</p>
--	---

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
3.10	<p><b>Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.</b></p> <p><b>Level 4</b> All teachers consistently use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student’s attainment of content knowledge and skills. These policies, processes, and procedures are implemented without fail across all grade levels and all courses. All stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are formally and regularly evaluated.</p> <p><b>Level 3</b> Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student’s attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.</p> <p><b>Level 2</b> Most teachers use common grading and reporting policies, processes, and procedures based on criteria that represent each student’s attainment of content knowledge and skills. These policies, processes, and procedures are implemented across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures may or may not be evaluated.</p> <p><b>Level 1</b> Few or no teachers use common grading and reporting policies, processes, and procedures. Policies, processes, and procedures, if they exist, are rarely implemented across grade levels or courses, and may not be well understood by stakeholders. No process for evaluation of grading and reporting practices is evident.</p>	3	3

<b>Indicator Rating</b>	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	<b>School Rating</b>  3	<b>Team Rating</b>  3
<b>3.11</b>	<p><b>All staff members participate in a continuous program of professional learning.</b></p> <p><b>Level 4</b> All staff members participate in a rigorous, continuous program of professional learning that is aligned with the school’s purpose and direction. Professional development is based on an assessment of needs of the school and the individual. The program builds measurable capacity among all professional and support staff. The program is rigorously and systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.</p> <p><b>Level 3</b> All staff members participate in a continuous program of professional learning that is aligned with the school’s purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.</p> <p><b>Level 2</b> Most staff members participate in a program of professional learning that is aligned with the school’s purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.</p> <p><b>Level 1</b> Few or no staff members participate in professional learning. Professional development, when available, may or may not address the needs of the school or build capacity among staff members. If a program exists, it is rarely and/or randomly evaluated.</p>		

<b>Indicator Rating</b>	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	<b>School Rating</b>  3	<b>Team Rating</b>  2
<b>3.12</b>	<p><b>The school provides and coordinates learning support services to meet the unique learning needs of students.</b></p> <p><b>Level 4</b> School personnel systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students.</p> <p><b>Level 3</b> School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.</p> <p><b>Level 2</b> School personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.</p> <p><b>Level 1</b> School personnel identify special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel provide or coordinate some learning support services to students within these special populations.</p>		

## Teaching and Learning Impact

The impact of teaching and learning on student achievement is the primary expectation of every institution. The relationship between teacher and learner must be productive and effective for student success. The impact of teaching and learning includes an analysis of student performance results; instructional quality; learner and family engagement; support services for student learning; curriculum quality and efficacy; and college and career readiness data. All key indicators demonstrate an institution's impact on teaching and learning.

### School and Student Performance Results

#### Annual Measurable Objective (AMO)

Year	Prior Year Overall Score	AMO Goal	Overall Score	Met AMO Goal	Met Participation Rate Goal	Met Graduation Rate Goal
2014-2015	76.4	76.9	72.4	No	Yes	Yes
2013-2014	64.9	65.9	76.4	Yes	Yes	Yes

#### Percentages of Students Scoring at Proficient/Distinguished (P/D) Levels on the K-PREP End-of-Course Assessments at the School and in the State (2012-2013, 2013-2014, 2014-2015)

Content Area	%P/D School (12-13)	%P/D State (12-13)	%P/D School (13-14)	%P/D State (13-14)	%P/D School (14-15)	%P/D State (14-15)
English II	39.1	55.8	52.3	55.4	55.8	56.8
Algebra II	21.3	36.0	45.6	37.9	25.0	38.2
Biology	21.6	36.3	32.6	39.8	26.8	39.7
U.S. History	No Score	51.3	No Score	58.0	44.2	56.9
Writing	54.7	48.2	46.2	43.3	53.8	50.0
Language Mech.	45.5	51.4	50.0	49.9	54.4	51.6

#### Percentage of Students Meeting Benchmarks on PLAN, Grade 10, at the School and in the State (2012-2013, 2013-2014, 2014-2015)

Content Area	Percentage School (12-13)	Percentage State (12-13)	Percentage School (13-14)	Percentage State (13-14)	Percentage School (14-15)	Percentage State (14-15)
English	60.2	67.8	67.9	66.2	68.4	62.3
Math	14.8	25.8	25.0	25.6	21.5	27.9
Reading	37.5	43.2	48.8	48.0	39.2	43.7
Science	12.5	21.2	19.0	19.5	21.5	21.9

**Percentages of Students Meeting Benchmarks on ACT, Grade 11, at the School and in the State (2012-2013, 2013-2014, 2014-2015)**

Content Area	Percentage School (12-13)	Percentage State (12-13)	Percentage School (13-14)	Percentage State (13-14)	Percentage School (14-15)	Percentage State (14-15)
English	51.5	53.1	46.2	55.9	59.0	55.3
Math	39.7	39.6	37.2	43.5	35.9	38.1
Reading	52.9	44.2	34.6	47.1	46.2	47.4

**School Achievement of Proficiency and Gap Delivery Targets (2014-2015)**

Tested Area	Proficiency Delivery Target for % P/D	Actual Score	Met Target (Yes or No)	Gap Delivery Target for % P/D	Actual Score	Met Target (Yes or No)
Combined Reading & Math	45.6	41.3	No	37.0	34.1	No
Reading	54.4	57.9	Yes	43.7	50.0	Yes
Math	36.9	24.7	No	30.3	18.2	No
Science	33.6	26.5	No	26.9	19.6	No
Social Studies	46.3	46.3	Yes	28.9	28.9	Yes
Writing	54.5	53.2	No	41.5	43.3	Yes

**School Achievement of College and Career Readiness (CCR) and Graduation Rate Delivery Targets (2014-2015)**

Delivery Target Type	Delivery Target (School)	Actual Score (School)	Actual Score (State)	Met Target (Yes or No)
College and Career Readiness	61.0	68.8	66.9	Yes
Graduation Rate (for 4-year adjusted cohort)	95.6	97.6	88.0	Yes
Graduation Rate (for 5-year adjusted cohort)	96.8	98.6	89.0	Yes

**Program Reviews 2014-2015**

Program Area	Curriculum and Instruction (3 pts possible)	Formative & Summative Assessment (3 pts possible)	Professional Development (3 pts possible)	Administrative/ Leadership Support (3 pts possible)	Total Score (12 points possible)	Classification
Arts and Humanities	2.18	1.86	2.11	2.10	8.3	Proficient
Practical Living	2.03	2.00	2.11	2.25	8.4	Proficient

<b>Writing</b>	2.22	2.00	2.22	2.00	8.4	Proficient
<b>World Language and Global Competency*</b>	1.71	1.90	1.44	1.08	6.1	Needs Improvement

\*The 2014-15 World Language Program Reviews scores for High Schools will be included with other program reviews to generate the comparable 2014-15 program review baseline score needed for 2015-16 accountability reporting.

## **Summary of School and Student Performance**

### **Plus**

- AMO was met in 2013-2014.
- In 2014-15 the Overall Score did not fall back to the previous level of 64.9.
- The graduation rate goal was met in both 2013-2014 and 2014-2015.
- English End-of-Course (EOC) scores improved three consecutive years.
- Algebra II EOC scores made a gain of 24.3 points in 2013-14.
- Biology scores improved by 11 points in 2013-14.
- The percentage of students scoring Novice in writing was low in 2014-2015.
- On the PLAN, the percentage of students meeting benchmark scores in English improved 8.2 points from 2012-13 to 2014-15.
- On the PLAN, the percentage of students meeting benchmark improved from 2012-13 to 2013-14 in all content areas.
- On the PLAN, the percentage of students meeting benchmark in English was above the state in 2013-14 and 2014-15.
- On the ACT, the percentage of students meeting benchmark in English increased 7.5 points from 2012-13 to 2014-15.
- On the ACT, the percentage of students meeting benchmark in English was above the state in 2014-15.
- On the ACT, the percentage of students meeting benchmark in reading improved 11.6 points from 2013-14 to 2014-15.
- Gap Delivery targets were met in reading, social studies, and writing.
- Proficiency Delivery targets were met in reading and social studies.
- All College and Career Readiness and Graduation Delivery targets were met.
- The College and Career Readiness rate is above the state.
- The graduation rate is above the state.
- Program Review scores are classified as Proficient in Arts and Humanities, Practical Living, and Writing.

### **Delta**

- The school did not make AMO in 2014-15.
- The school's overall score dropped by 4.0 points.
- While English scores improved on the EOC, they did not meet the state average for Proficient/Distinguished over the course of any of the three years.
- Algebra II EOC scores dropped 20.6 points from 2013-14 to 2014-15.
- Biology EOC scores dropped 5.8 points from 2013-14 to 2014-15.
- On the PLAN, the percentage of students meeting benchmark in math and reading dropped from 2013-14 to 2014-15.
- On the PLAN, the percentage of students meeting benchmark in math, reading, and science all are below the state percentage in 2014-15.

- The percentage of students meeting benchmark in math on the ACT dropped from 2013-14 to 2014-15.
- The percentage of students meeting benchmark in math and reading on the ACT are below the state percentage in 2014-15.
- Gap Delivery targets were not met in combined reading and math, math, or science.
- Proficiency Delivery targets were not met in combined reading and math, math, science or writing.
- Program Review scores are classified as Needs Improvement in World Language and Global Competency.

### Stakeholder Survey Results

Teaching and Learning Impact										
Indicator	Parent Survey		Student Survey						Staff Survey	
	Survey Item	%agree/strongly agree	ms/hs Survey Item	%agree/strongly agree	Elem. (3-5) Survey Item	%agree/strongly agree	Early elem. (K-2) Survey Item	%agree/strongly agree	Survey Item	%agree/strongly agree
3.1	10	64.6	10	60.7	6		4		26	85.7
3.1	11	70.7	11	48.0	7				51	96.4
3.1	13	58.6	17							
3.1	34	71.9	32							
3.2	21	73.2	17						16	89.3
3.2									22	82.1
3.3	12	68.3	10	60.8	7		5		17	92.9
3.3	13	58.6	16	57.1	8				18	85.7
3.3	22	75.5	17	41.5	16				19	82.1
3.3			26							
3.4									3	93.1
3.4									11	93.1
3.4									12	96.6
3.4									13	93.1
3.5	14	57.4	5	55.5					8	93.1
3.5									24	89.3
3.5									25	89.3
3.6	19	80.5	9	61.5	9		6		20	92.9
3.6	21	73.2	18	66.2	19				21	82.1
3.6			20	59.1					22	82.1
3.7	14	57.3	5	55.6					8	93.1
3.7									30	89.3
3.7									31	92.9

3.8	9	64.3	13	54.4	10		7		15	96.6
3.8	15	58.5	21	45.3	12				34	78.6
3.8	16	54.8							35	85.7
3.8	17	65.9								
3.8	35	61.0								
3.9	20	73.1	14	48.0	11		8		28	96.4
3.9					13					
3.10			22	63.4	12		9		9	93.1
3.10									21	82.1
3.10									23	89.3
3.11									32	92.9
3.11									33	85.7
3.12	13	58.5	1	68.4					27	92.9
3.12	23	68.3	17	41.6					29	92.9

### **Summary of Stakeholder Feedback**

#### **Plus**

- Ninety-seven percent of staff strongly agree/agree with the statement, “Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.”
- Ninety-six percent of staff strongly agree/agree with the statement, “Our school uses data to monitor student readiness and success at the next level.”
- Ninety-seven percent of staff strongly agree/agree with the statement, “Our school's leaders provide opportunities for stakeholders to be involved in the school.”
- Ninety-six percent of staff strongly agree/agree with the statement, “In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.”
- Ninety-three percent of staff strongly agree/agree with the statement, “Our school's leaders expect staff members to hold all students to high academic standards.”
- Ninety-three percent of staff strongly agree/agree with the statement, “All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.”
- Ninety-three percent of staff strongly agree/agree with the statement, “Our school's leaders hold all staff members accountable for student learning.”
- Ninety-three percent of staff strongly agree/agree with the statement, “Our school's leaders ensure all staff members use supervisory feedback to improve student learning.”
- Ninety-three percent of staff strongly agree/agree with the statement, “Our school's leaders support an innovative and collaborative culture.”
- Ninety-three percent of staff strongly agree/agree with the statement, “In our school, all staff members participate in continuous professional learning based on identified needs of the school.”
- Ninety-three percent of staff strongly agree/agree with the statement, “In our school, related learning support services are provided for all students based on their needs.”
- Ninety-three percent of staff strongly agree/agree with the statement, “In our school, a formal process is in place to support new staff members in their professional practice.”

- Eighty-nine percent of staff strongly agree/agree with the statement, “All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.”
- Eighty-nine percent of staff strongly agree/agree with the statement, “All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.”
- Eighty-six percent of staff strongly agree/agree with the statement, “In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.”
- Eighty-one percent of parents strongly agree/agree with the statement, “My child knows the expectations for learning in all classes.”

**Delta:**

- Sixty-eight percent of parents strongly agree/agree with the statement, “All of my child's teachers use a variety of teaching strategies and learning activities.”
- Sixty-eight percent of parents strongly agree/agree with the statement, “My child has access to support services based on his/her identified needs.”
- Sixty-six percent of parents strongly agree/agree with the statement, “All of my child's teachers report on my child's progress in easy to understand language.”
- Sixty-six percent of students strongly agree/agree with the statement, “All of my teachers explain their expectations for learning and behavior so I can be successful.”
- Sixty-five percent of parents strongly agree/agree with the statement, “All of my child's teachers provide an equitable curriculum that meets his/her learning needs.”
- Sixty-one percent of students strongly agree/agree with the statement “My school gives me multiple assessments to check my understanding of what was taught.”
- Sixty-one percent of parents strongly agree/agree with the statement, “My child has administrators and teachers that monitor and inform me of his/her learning progress.”
- Sixty-one percent of students strongly agree/agree with the statement, “My school provides me with challenging curriculum and learning experiences.”
- Fifty-nine percent of parents strongly agree/agree with the statement, “All of my child's teachers meet his/her learning needs by individualizing instruction.”
- Fifty-nine percent of students strongly agree/agree with the statement, “All of my teachers provide me with information about my learning and grades.”
- Fifty-seven percent of parents strongly agree/agree with the statement, “All of my child's teachers work as a team to help my child learn.”
- Fifty-seven percent of students strongly agree/agree with the statement, “All of my teachers use a variety of teaching methods and learning activities to help me develop the skills I will need to succeed.”
- Fifty-nine percent of parents strongly agree/agree with the statement, “All of my child's teachers help me to understand my child's progress.”
- Fifty-six percent of students strongly agree/agree with the statement, “In my school, teachers work together to improve student learning.”
- Fifty-four percent of students strongly agree/agree with the statement, “My school offers opportunities for my family to become involved in school activities and my learning.”
- Sixty-one percent of students strongly agree/agree with the statement, “My school gives me multiple assessments to check my understanding of what was taught.”
- Forty-eight percent of students strongly agree/agree with the statement, “My school prepares me to deal with issues I may face in the future.”

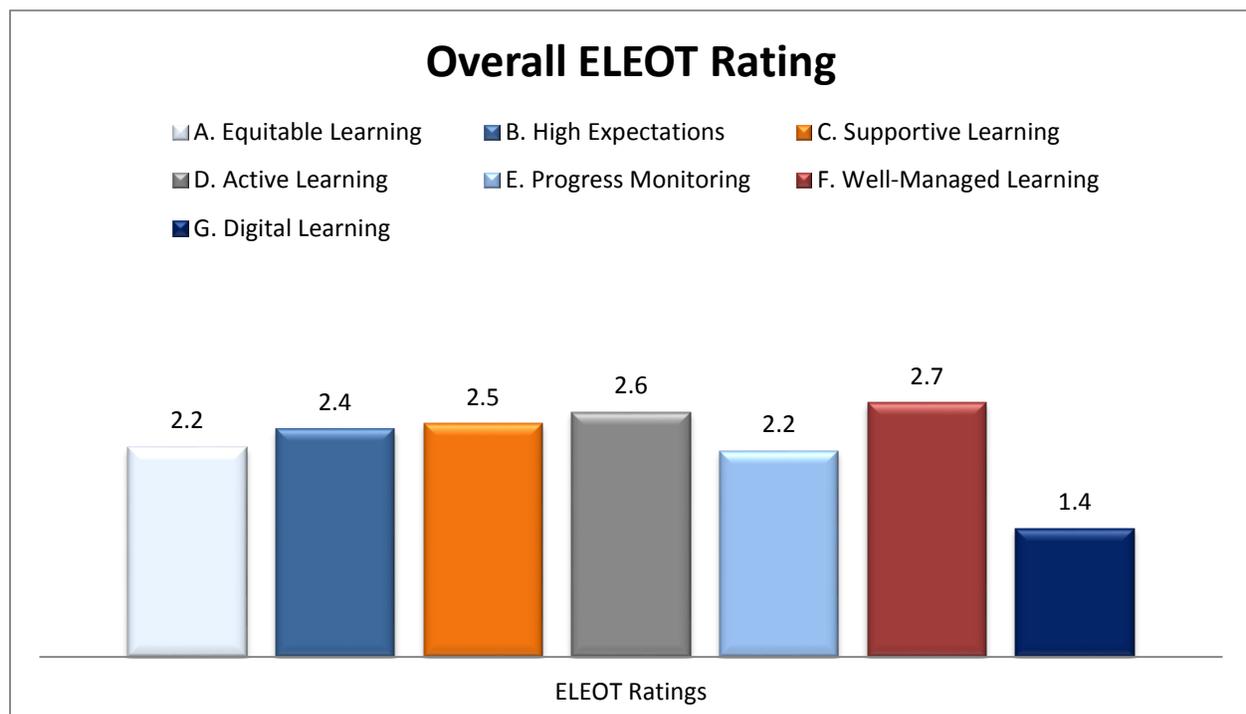
- Forty-eight percent of students strongly agree/agree with the statement, “My school makes sure there is at least one adult who knows me well and shows interest in my education and future.”
- Forty-five percent of students strongly agree/agree with the statement, “All of my teachers keep my family informed of my academic progress.”
- Forty-two percent of students strongly agree/agree with the statement, “All of my teachers change their teaching to meet my learning needs.”

### Effective Learning Environments Observation Tool (eleot™) Results

Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool measures the extent to which learners are in an environment that is equitable, supportive, and well-managed. An environment where high expectations are the norm and active learning takes place. It measures whether learners' progress is monitored and feedback is provided and the extent to which technology is leveraged for learning.

Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation. Every member of the External Review Team is required to be trained and pass a certification exam to use the eleot™ tool for observation. Team members conduct multiple observations during the review process and provide ratings on 30 items based on a 4-point scale. During the review, team members conducted eleot™ observations in 19 classrooms.

The following provides the aggregate average score across multiple observations for each of the 7 learning environments included in eleot™.



## **Summary of Classroom Observation Data**

### **Equitable Learning Environment**

#### **Plus**

- Occurrences where the student knows that rules and consequences are fair, clear, and consistently applied were evident/very evident in 79 percent of the classrooms observed.

#### **Delta**

- Instances in which the student has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences were evident in 11 percent of the classrooms observed.
- Occurrences where students have differentiated learning opportunities and activities that meet her/his needs were evident/very evident in 21 percent of classrooms.

### **High Expectations Learning Environment**

#### **Plus**

- N/A—Percentages were not high enough to qualify as a plus.

#### **Delta**

- Occurrences in which the student is provided exemplars of high quality work were not observed/partially observed in 79 percent of the classrooms observed.
- Occurrences in which the student is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing) were not observed/partially observed in 58 percent of the classrooms observed.
- Instances in which the student is engaged in rigorous coursework, discussions, and/or tasks were not observed/partially observed in 53 percent of the classrooms observed.
- Instances in which the student is tasked with activities and learning that are challenging but attainable were not observed/partially observed in 48 percent of the classrooms observed.
- Occurrences in which the student knows and strives to meet the high expectations established by the teacher were partially observed in 47 percent of the classrooms observed.

### **Supportive Learning Environment**

#### **Plus**

- Instances in which the students demonstrate positive attitudes about the classroom and learning were evident/very evident in 64 percent of classrooms.
- Occurrences in which the students demonstrate or express that learning experiences are positive were evident/very evident in 58 percent of classrooms.

#### **Delta**

- Occurrences in which the student is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs were not observed/partially observed in 69 percent of the classrooms observed.

### **Active Learning Environment**

#### **Plus**

- N/A—Percentages were not high enough to qualify as a plus.

### **Delta**

- Instances in which the student is actively engaged in the learning activities were not observed/partially observed in 47 percent of the classrooms observed.
- Occurrences in which the student has several opportunities to engage in discussions with teacher and other students were not observed/partially observed in 48 percent of the classrooms observed.
- Instances in which the student makes connections from content to real life experiences was not observed/partially observed 48 percent of the classrooms observed.

### **Progress Monitoring Learning Environment**

#### **Plus**

- N/A—Percentages were not high enough to qualify as a plus.

#### **Delta**

- Occurrences in which the student responds to teacher feedback to improve understanding was not observed/partially observed in 74 percent of the classrooms observed.
- Occurrences in which the student has opportunities to revise/improve work based on feedback was not observed/partially observed in 63 percent of the classrooms observed.
- Instances in which the student is asked and/or quizzed about individual progress/learning was not observed/partially observed in 58 percent of the classrooms observed.
- Occurrences in which the student understands how her/his work is assessed was not observed/partially observed in 58 percent of the classrooms observed.
- Instances in which the student demonstrates or verbalizes understanding of the lesson/content were not observed/partially observed in 53 percent of the classrooms observed.

### **Well-Managed Learning Environment**

#### **Plus**

- Instances in which the student speaks and interacts respectfully with teacher(s) and peers were evident/very evident in 74 percent of the classrooms observed.
- Occurrences in which the student follows classroom rules and works well with others were evident/very evident in 79 percent of the classrooms observed.

#### **Delta**

- Occurrences in which the student collaborates with other students during student centered activities were not observed/partially observed in 68 percent of the classrooms observed.
- Instances in which the student transitions smoothly and efficiently to activities were not observed/partially observed in 48 percent of the classrooms observed.

### **Digital Learning Environment**

#### **Plus**

- N/A—Percentages were not high enough to qualify as a plus.

#### **Delta**

- The instances where students use digital tools/technology to gather, evaluate, and/or use information for learning were not observed/partially observed in 89 percent of the classrooms observed.

- The instances where students use digital tools/technology to conduct research, solve problems, and/or create original works for learning were not observed/partially observed in 89% of the classrooms observed.
- The instances where students use digital tools/technology to communicate and work collaboratively for learning were not observed/partially observed in 89% of the classrooms observed.

## FINDINGS OF THE INTERNAL REVIEW TEAM

### SCHOOL IMPROVEMENT PRIORITY

**Indicator: 3.2**

**Action Statement:**

**Ensure that challenging and equitable curriculum is delivered to all students in all content areas by monitoring curriculum, instruction and assessment through examining professional practice by providing specific feedback to teachers after scheduled walkthrough visits.**

**Evidence and Rationale:**

#### Student Performance Data

- The school did not make AMO in 2014-2015 and the overall score dropped by 4.0 points.
- The percentage of students meeting benchmark in math on the ACT dropped from 2013-14 to 2014-15.
- The percentage of students meeting benchmark in math and reading on the ACT are below the state percentage in 2014-2015.
- Algebra II EOC scores dropped 20.6 points from 2013-14 to 2014-15.
- Biology EOC scores dropped 5.8 points from 2013-14 to 2014-15.
- Gap Delivery targets were not met in combined reading and math, math, or science.
- Proficiency Delivery targets were not met in combined reading and math, math, science or writing.

#### Classroom Observation Data

The High Expectations Learning Environment received an overall rating of 2.4 on a 4.0 scale. One component of the environment, "Is asked and responds to questions that require higher order thinking", received a rating of 2.4 indicating that students are asked critical thinking questions inconsistently within the classroom." An additional component, "Is engaged in rigorous coursework, discussions, and/or task," received a rating of 2.5 suggesting that opportunities for rigorous instruction and assessments could increase.

#### Stakeholder Interviews

In interviews, teachers and administrators were not able to consistently explain a system for providing timely, specific, and effective feedback following walkthroughs to teachers. Some teachers indicated although they desired to receive feedback on their lessons, it was not provided by administrators.

## Documents and Artifacts

Review of provided walkthrough evidence did not reveal the existence of a uniform feedback process to improve teachers' professional practice.

## **SCHOOL IMPROVEMENT PRIORITY**

### **Indicator: 3.3**

#### **Action Statement:**

**Personalize instructional practices and interventions through a variety of engaging high-yield instructional strategies that ensure achievement of learning expectations. Classroom activities should include multiple opportunities for student collaboration, self-reflection and development of critical thinking skills.**

#### **Evidence and Rationale:**

##### Student Performance Data

- The school did not make AMO in 2014-2015 and the overall score dropped by 4.0 points.
- The percentage of students meeting benchmark in math on the ACT dropped from 2013-14 to 2014-15.
- The percentage of students meeting benchmark in math and reading on the ACT are below the state percentage in 2014-2015.
- Algebra II EOC scores dropped 20.6 points from 2013-14 to 2014-15.
- Biology EOC scores dropped 5.8 points from 2013-14 to 2014-15.
- Gap Delivery targets were not met in combined reading and math, math, or science.
- Proficiency Delivery targets were not met in combined reading and math, math, science or writing.

##### Classroom Observation Data

The Equitable Learning Environment received an overall rating of 2.2 on a 4.0 scale. One component of the environment, "Has differentiated learning opportunities and activities that meet her/his needs," received a rating of 1.5 indicating that students are rarely provided instruction based upon their individual needs within the classroom.

The Well Managed Learning Environment received an overall rating of 2.7 on a 4.0 scale. Although the overall environment indicated the classrooms were well managed, one component of the environment, "Collaborates with other students during student centered activities," received a rating of 1.9. This suggests that student collaboration on student centered activities is infrequent within the classrooms.

The High Expectations Learning Environment received an overall rating of 2.4 on a 4.0 scale. One component of the environment, "Is provided exemplars of high quality work," received a rating of 1.7 suggesting students seldom are given models of proficient work to use as a guide in assessing their own work. An additional component, "Is engaged in rigorous coursework, discussions, and/or tasks," received a rating of 2.5 suggesting that opportunities for rigorous instruction and assessments could increase.

##### Stakeholder Survey Data

- Sixty-eight percent of parents strongly agree/agree with the statement, "All of my child's teachers use a variety of teaching strategies and learning activities."

- Fifty-nine percent of parents strongly agree/agree with the statement, “All of my child's teachers meet his/her learning needs by individualizing instruction.”
- Forty-two percent of students strongly agree/agree with the statement, “All of my teachers change their teaching to meet my learning needs.”
- Fifty-seven percent of students strongly agree/agree with the statement, “All of my teachers use a variety of teaching methods and learning activities to help me develop the skills I will need to succeed.”
- Sixty-one percent of students strongly agree/agree with the statement, “My school provides me with challenging curriculum and learning experiences.”

#### Stakeholder Interviews

In interviews, administrators and staff members indicated the rigor of instruction in all classrooms did not meet the level of rigor of the standard. They also indicated that all teachers do not consistently use instructional strategies that require critical thinking skills including higher order questioning.

#### Documents and Artifacts

Review of lesson plans, walkthrough observation data, and professional learning community minutes and documentation did not reveal consistent use of instructional strategies that require students to apply knowledge and skills, collaborate, engage in critical thinking, or self-reflect.

### **SCHOOL IMPROVEMENT PRIORITY**

**Indicator: 3.5**

**Action Statement:**

**Improve instruction and student learning through collaborative professional learning communities by analyzing assessment data for instructional change and to develop a system for interventions. Develop a formal process that encourages cross content collaboration to occur that results in discussions of action research, study teams and peer coaching.**

**Evidence and Rationale:**

#### Student Performance Data

- The school did not make AMO in 2014-2015 and the overall score dropped by 4.0 points.
- The percentage of students meeting benchmark in math on the ACT dropped from 2013-14 to 2014-15.
- The percentage of students meeting benchmark in math and reading on the ACT are below the state percentage in 2014-2015.
- Algebra II EOC scores dropped 20.6 points from 2013-14 to 2014-15.
- Biology EOC scores dropped 5.8 points from 2013-14 to 2014-15.
- Gap Delivery targets were not met in combined reading and math, math, or science.
- Proficiency Delivery targets were not met in combined reading and math, math, science or writing.

#### Classroom Observation Data

The Equitable Learning Environment received an overall rating of 2.2 on a 4.0 scale. One component of the environment, “Has differentiated learning opportunities and activities that meet her/his needs,”

received a rating of 1.5 indicating that students are rarely provided instruction based upon their individual needs within the classroom.

The High Expectations Learning Environment received an overall rating of 2.4 on a 4.0 scale. One component of the environment, “Is provided exemplars of high quality work,” received a rating of 1.7 suggesting students seldom are given models of proficient work to use as a guide in assessing their own work.

#### Stakeholder Survey Data

- Fifty-seven percent of parents strongly agree/agree with the statement, “All of my child's teachers work as a team to help my child learn.”
- Fifty-six percent of students strongly agree/agree with the statement, “In my school, teachers work together to improve student learning.”

#### Stakeholder Interviews

In interviews, teachers indicated no specific interventions with students resulted from data analysis during the professional learning community meetings. Some teachers noted that classroom changes based upon data analysis was left to teacher judgment and no process existed for monitoring or follow up.

#### Documents and Artifacts

Review of professional learning community agendas and minutes reveal a lack of a consistent note-taking protocol. The review also indicated that next steps did not divulge a consistent system of change in classroom instruction or develop plans for specified student interventions.

## **SCHOOL IMPROVEMENT PRIORITY**

**Indicator: 3.6**

**Action Statement:**

**Develop, implement and monitor a schoolwide instructional process that will ensure students are clearly and consistently informed about learning expectations, have access to exemplars of high quality work and that teachers formatively assess learning to change classroom instruction.**

**Evidence and Rationale:**

#### Student Performance Data

- The school did not make AMO in 2014-2015 and the overall score dropped by 4.0 points.
- The percentage of students meeting benchmark in math on the ACT dropped from 2013-14 to 2014-15.
- The percentage of students meeting benchmark in math and reading on the ACT are below the state percentage in 2014-2015.
- Algebra II EOC scores dropped 20.6 points from 2013-14 to 2014-15.
- Biology EOC scores dropped 5.8 points from 2013-14 to 2014-15.
- Gap Delivery targets were not met in combined reading and math, math, or science.
- Proficiency Delivery targets were not met in combined reading and math, math, science or writing.

### Classroom Observation Data

The Equitable Learning Environment received an overall rating of 2.2 on a 4.0 scale. One component of the environment, “Has differentiated learning opportunities and activities that meet her/his needs,” received a rating of 1.5 indicating that students are rarely provided instruction based upon their individual needs within the classroom.

The High Expectations Learning Environment received an overall rating of 2.4 on a 4.0 scale. One component of the environment, “Is provided exemplars of high quality work,” received a rating of 1.7 suggesting students seldom are given models of proficient work to use as a guide in assessing their own work.

The Supportive Learning Environment received an overall rating of 2.5 on a 4.0 scale. Although this does indicate an overall supportive environment, one component of the environment, “Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs,” received a rating of 1.9 suggesting additional or alternative instruction and/or feedback is inconsistently given based upon the use of formative assessments to change classroom instruction.

The Progress Monitoring and Feedback Environment received an overall rating of 2.2 on a 4.0 scale. One component of the environment, “Has opportunities to revise/improve work based on feedback,” received a rating of 2.0 indicating a limited school wide instructional process in which students are formatively assessed and allowed to improve their work to demonstrate enhanced learning based upon teacher generated feedback.

### Stakeholder Survey Data

- Fifty-nine percent of students strongly agree/agree with the statement, “All of my teachers provide me with information about my learning and grades.”
- Sixty-six percent of students strongly agree/agree with the statement, “All of my teachers explain their expectations for learning and behavior so I can be successful.”
- Sixty-one percent of students strongly agree/agree with the statement “My school gives me multiple assessments to check my understanding of what was taught.”

### Stakeholder Interviews

In interviews, administrators and staff members expressed that some teachers needed to increase the use of formative assessments for student learning. Others noted that assessments were a weak link in the learning process.

### Documents and Artifacts

Review of lesson plans, walkthrough reports, assessment protocols, and professional learning community agendas and minutes revealed minimum evidence of use of providing students feedback about their learning. This review also revealed limited use of formative assessments within many classrooms.

### **Attachments:**

- 1) ELEOT Worksheet